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ABSTRACT

This report, based on the findings of the report of the President's Commission on Foreign Languages and International Studies, outlines recommendations, remedies, and proposals of measures to counteract foreign language illiteracy. The discussion is divided into seven sections: (1) some of the commission's recommendations that pertain to high schools, all of which were originally suggested or strongly supported by professional associations: (2) a number of evidences of decline in language study: (3) projections of more promising trends in the '80s: (4) commentary on the status of Latin with emphasis on its value for English and elementary school classes concentrating on Latin and Greek roots and affixes: (5) study abroad opportunities: (6) foreign languages and career education: and (7) summaries of "exemplary" programs, which show improved linguistic instruction and increased foreign language enrollments. (AMH)

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Reversing the Trend of Foreign Language Illiteracy

For a nation of immigrants, Americans' "scandalous" inattention to foreign languages defies logic. It also threatens the economy and national security. These are the messages of the President's Commission on Foreign Languages and International Studies. After a year's investigation throughout the U.S., the 25-member Commission delivered its alarming, 156-page report, Strength Through Wisdom: A Critique of U.S. Capability, to President Carter in late November 1979.

The Commission listed 130 recommendations, at a cost of $180 million in new private and public money for the next fiscal year, to reverse the dramatic trend toward American ignorance of foreign tongues and cultures. Of that amount the Commission recommended $67 million for improving foreign language instruction at all academic levels with incentive money of $20 per pre-high-school pupil in the first two years of language courses, $30 per high school, $40 per college student, and $15 additional per student enrolled in the less commonly taught languages. For International High Schools, the Commission urged $3.2 million in funding.

The educational world, long concerned about the foreign language problem and relieved to have the support of a presidential commission at last, waits to hear what the president will do about the recommendations. His chief economic adviser promises that the recommendations will be taken "seriously" by the president, who is trying to reduce federal deficits by limiting new programs, while at the same time coping with international problems many believe were intensified in part by American language incompetence and dangerous ignorance of other nations and their cultures. Regardless of government action or inaction, language teacher associations have banded together to raise money to alert the public that programs to counteract foreign language illiteracy are imperative.

President's Commission Recommendations

Among the Commission's recommendations that pertain to high schools--all originally suggested or strongly supported by professional associations--are:

- ✓ Foreign languages should be reinstated as a college admission requirement.
- ✓ While concentrating on acquiring the commonly taught languages such as Spanish and French, students should be provided instruction in the less commonly taught languages that are spoken by 80 percent of the world's peoples.
- ✓ School systems should encourage all students to master at least one foreign language and, ideally, acquire a second.

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✓ Foreign language education should start earlier and last longer through new incentives to the schools, such as the establishment of 20, and eventually 60, metropolitan International High Schools, which would offer immersion programs and employ target languages in the teaching of other subjects; and aggressive efforts by state departments of education.

✓ Foreign language instruction should concentrate on speaking and understanding before other language skills are developed.

✓ The dull teacher who is bored with teaching must be made effective through better training, retraining, and pedagogical experimentation.

✓ Two-way bilingual programs are needed for teaching foreign languages to enable English-dominant speakers to receive part of their instruction in another language along with students who are learning English as a second language; the latter should advance their competency in their native tongues without delaying their mastery of English.

✓ Experiences abroad should be expanded through enlarged teacher and high school student exchange programs with foreign countries.

✓ Curricula about other cultures and world issues need to be developed, for all school subjects, and more collaboration in global education between social studies and language teachers is necessary. (See NASSP Curriculum Report, "Global Education: A Curriculum Imperative," January 1978.)

Decline in Foreign Language Study

Never fully committed to foreign language study, Americans enrolling in such courses have declined in number during the past 10 years:

- Only 15 percent of today's high school students study any foreign language compared with 24 percent in 1965.
- Only eight percent of U.S. colleges now require a foreign language, down from 34 percent. (Although Harvard and a few other universities recently have reinstated the foreign language requirement, the intention of others to do so remains uncertain.)
- Even though the elementary years are the easiest time for children to learn languages, fewer than one percent receive such instruction.
- Many Americans have negative feelings about foreign language study; it is a "frill," "luxury," "not down to earth," "busywork," "elitist."
- Only five percent of U.S. high school students graduate with more than two years of language training; fewer than two percent have any fluency in foreign languages.
- As total foreign language enrollments have declined, the attrition rate between first and second year of study has soared 50 percent.
- Proliferation of electives in every area of the secondary curriculum has diverted students from opting for the more difficult subjects such as foreign languages.
- Released time for work experience has reduced the numbers of students in advanced foreign language courses.
- Foreign language teachers have been trying to pack more and more into the shortened sequences, with the result that too much is offered too fast. There is almost no emphasis on skills practice.

A survey of 76 embassies in Washington, D.C. revealed that the United States is the only nation that does not require a foreign language to graduate from high school.

More Promising Foreign Language in the '80s

In high schools where foreign language enrollments are increasing, reversing the disastrous downward trend, the following characteristics are evident:

- Highly qualified, fluent language teachers, preferably those who have studied and/or taught in a foreign country, are being recruited.
- Teachers and counselors work jointly to make foreign languages relevant to students' future careers and lifestyles.
- The board of education, administration, staff, and parents recognize the need to promote foreign language enrollments and do so through publicity and student motivation.
- An eclectic approach to teaching the content and skills of foreign languages includes the following variety of techniques, practices, and activities:
  - -grammar-translation
  - -cognitive learning mode
  - -values clarification
  - -audiolingual instruction
  - -audiovisual materials
  - -memorization
  - -cross-cultural activities
  - -affective learning
  - -career education
  - -interdisciplinary courses
  - -individualization of instruction
  - -performance objectives
  - -immersion or intensive linguistic practice
  - -co-curricular activities
  - -ability-level classes
  - -international student exchange opportunities
  - -intercultural minicourses
  - -field trips
  - -personal contacts with native speakers of the target language
- Recognition that foreign language study need not be boring; that language is alive and picturesque; that variety is the key to making such study interesting--through games, singing, humor, contests.
- Strong articulation with feeder schools, especially those that offer exploratory language courses, provides continuity and sequence.

Rendering Tribute Unto Latin

The study of Latin has fared worse than other languages. Half of all high school students took Latin at the start of the century. Today, only one percent do. The American Council on the Teaching of Foreign Languages estimates that fewer than 150,000 secondary-school students are studying Latin or Greek, down from 400,000 in the late 1960s. The chief cause is Latin's reputation as being dreary and irrelevant.

But new twists in the teaching of Latin are reversing that attitude. To pep up the subject, high school teachers have replaced tired military histories with livelier readings from Ovid, Catullus, and Petronius. Latin is returning to favor with an appreciation of its broad linguistic and cultural value and a desire to break away from the tendency to think in narrow words and television language. A study at North East High School in Erie, Pa., found that students of Latin receive higher scores on their College Entrance Exams, and have better English grades and vocabularies, than those who do not study the language.

Hundreds of elementary schools have introduced Latin to help inner-city pupils who read English below grade level. Philadelphia offers Latin to 14,000 students in grades 4-6 in 85 schools. Los Angeles started similar classes four years ago to help Spanish-speaking pupils learn English, but found the classes work equally well for all pupils. On tests, Latin-taught pupils score as much as a year ahead of others in English.

The success of Latin study at the elementary level has prompted a number of junior and senior high schools to institute courses in etymology which teach Latin and Greek roots and affixes. Such courses in Illinois--at Evanston Township High Schools and Lyons Township High Schools (see p. 6 of this Curriculum Report)--have become the most popular of all foreign language department offerings.

The linguistic relevance of Latin springs from the fact that the English vocabulary students hear, speak, read, and write is derived largely from the classic language. The technical vocabularies of medicine, biology, psychology, chemistry, pharmacology, space science, philosophy, religion, and law are drawn from Latin. The communications media are replete with allusions to classical mythology, history, and the Latin language. So is English literature. The modern languages of many countries in Europe, Latin America, Africa, and Asia likewise bear the classical imprint.

Latin works differently from English and thereby affords students the opportunity to step outside their own language and acquire Sprachgefühl--a linguistic instinct--that is helpful in using English and facilitates learning other languages. With renewed attention to basic skills, the linguistic relevance and disciplines of Latin studies are resurrecting the "dead" language.

Learn To Rap with a Foreign Chap: Study Abroad

The best way to master foreign languages and empathize with other cultures is to live and study where the languages are in constant use. With recognition of that conviction, thousands of American students are flocking to foreign shores. Through individual school foreign study arrangements and international youth exchange services, high school students today have an opportunity that was once the exclusive province of the very rich. Study abroad is still expensive, but it is within the reach of many more youngsters than was once the case, and scholarships, grants-in-aid, and the means of helping students earn money for the foreign experience are available.

Some of the programs operate during the school year or summer vacation. Others are interims between high school and college. Some offer high school or college credit; others promise intensive study in a particular field such as art history in Rome or Paris, or Parliamentary government in London. Still others offer courses in the country's native tongue or a "study" arrangement in which the student simply lives with a family in a foreign country. One such program is the School Exchange Service.

- SCHOOL EXCHANGE SERVICE is a school-centered program in which several hundred secondary schools in the United States are linked with partner schools in Britain, France, Germany, Japan, Venezuela, and Spain. It began in 1972 with a group of 17 American high schools linked with schools in Britain and Germany. The service is co-sponsored by NASSP and the Council on International Educational Exchange (205 East 42nd St., New York, N.Y. 10017).

The Service design provides a short field trip upon arrival in the host country. The school/homestay/community experience is developed by each participating school. A student lives with a host family for approximately three weeks and attends the partner school with the host brother or sister. The exchange takes place within the academic year. Although American students do not include the summer months in their regular school year, they visit Britain, Japan, or Germany during those months when those host nation schools are in session. Specific program dates are determined by the respective school calendars of the linking schools.

Among other high-school student exchange services are:

- YOUTH FOR UNDERSTANDING, 3501 Newark St., N.W., Washington, D.C. 20016.
- THE EXPERIMENT IN INTERNATIONAL LIVING, Kipling Rd., Brattleboro, Vt. 05301.
- IBERO-AMERICAN CULTURAL EXCHANGE PROGRAM, 13920 93rd Ave., N.E., Kirkland, Wash. 98033.
- AMERICAN FIELD SERVICE, 313 East 43rd St., New York, N.Y. 10017.
- AMERICAN INSTITUTE FOR FOREIGN STUDY, 102 Greenwich Ave., Greenwich, Conn. 06830

Foreign Languages and Career Education

- "Americans can buy from nations in any language but must learn to sell in each country's language."
- "No, Virginia, the rest of the world doesn't speak English."
- "One person speaking two languages is worth two people in business."

Those are the responses of American business people to those who say of foreigners, "Let 'em learn English." More and more people are beginning to change that "Ugly American," arrogant point of view.

The University of Michigan's Survey Research Center reports that most adult Americans speak only English, but half of them wish they were fluent in at least one foreign language. Three-fourths believe foreign languages should be taught in elementary schools, and 40 percent feel they should be required; 90 percent believe they should be taught in junior and senior high schools. Most believe that foreign language study leads to better awareness and understanding of people from other countries; that it is useful for travel; that it increases the ability to read and write English; and that it can lead to more job opportunities.

Foreign language teachers and American business people agree that a form of insurance for just about any career is to learn a foreign language:

- One American in six owes higher employment to foreign trade.
- More white-collar and blue-collar workers are finding jobs in the U.S. as "local nationals" for foreign-owned companies.
- Forty-three percent of chief executive officers in multinational companies have had overseas experience, and more are needed who are fluent in foreign languages.
- Speakers of a foreign language are desperately needed, not only in geographic locations around the world, but within ethnic U.S. communities.
- More than 70 percent of U.S. firms report that second-language skills are important; they are seeking employees with functional language skills and a sensitivity to social and cultural differences.

The President's Commission points out that Japan has an estimated 10,000 English-speaking representatives in the United States, while only 900 such Americans are in Japan and only a handful of them can speak Japanese. One reason the U.S. suffered a $28.5 billion deficit in the balance of trade last year is that Americans can't speak another language well enough to persuade foreigners to buy U.S. products. The need for foreign language competence in the practical world of economics is adequate motivation to require and ensure career education in the language classroom.

In respect to career education, the role of the foreign language classroom teacher is:

- to devise and locate methods and materials to help students understand and appreciate the career implications of foreign language study;
- to identify occupations and match foreign language skills;
- to highlight the world of work in the target language cultures and in ethnic groups of the U.S.

One of the most effective career education correlations in foreign language classrooms is a reality at Lyons (Ill.) Township High Schools. (See p. 6 of this CR.)

There's a Language in Your Career is a program of cassettes and filmstrips, student worksheets and teacher's guide. It is highly recommended for use as a mini-course and supplement in foreign language classes, and is available for $56.10, including postage, from Tamarkin-Wilkins Associates, 10 Brighton Rd., West Hartford, Conn. 06117.

Exempli Gratia

The most hopeful aspect of the foreign language problem is what a number of exemplary schools are doing to improve linguistic instruction and to increase foreign language enrollments. The following schools are representative models, willing to share information and materials.

LYONS TOWNSHIP HIGH SCHOOLS, District #204, La Grange, Ill. 60525.
Contact: Estella Gahala, Foreign Languages Department Chair

Seven years ago only one-third of the students of Lyons high schools (South Campus, grades 9, 10; and North Campus, 11, 12) were enrolled in foreign language courses. Now two-thirds are taking one or more of 55 courses offered by the department. Though well above the national average, the 33 percent enrollment in 1973 was disappointing to the school. Clearly, something had to be done. It was, and by 1979, 2,450 students--or 53 percent of the student body--were studying at least one of six languages, with enrollments still climbing. What happened?

The social turmoil of the 60s contributed to the drop in popularity of foreign language study. Colleges dropped the language requirement. Foreign language teachers had to find other explanations for their raison d'etre. Department head Gahala said, "We were caught flat-footed with no justification for our existence." She asked her department staff, "Should we exist? Why?"

The staff decided that the "elitism" of foreign language study must be overcome by increased recruitment of students, by an eclectic approach through better content, teaching methods, and enthusiasm. With strong support from the board of education, administration, counselors, and parents, the foreign language department embarked on a community publicity program, expanded its foreign language offerings, and developed a closer, cooperative articulation with the junior high feeder schools.

The strong, revamped program has three ability tracks: Regular--one year of study comparable to one semester at the college level; General--content essentially the same as in Regular, but the time for completing material is three years, comparable to two semesters at the college level; and Superior--content the same as in Regular but with added enrichment in readings and oral and written composition.

In the fourth year of study, students may be in an honors course in Italian, Russian, or Latin; or an Advanced Placement course in French, Spanish, or German; or a fifth-year class in French. These languages are offered students who say, "I want to speak a foreign language and to travel," as are semester-long courses: Traveling with German, Traveling with French, Traveling with Spanish in Spain and South America, or Traveling with Spanish in Mexico and the Caribbean.

A semester course in Comparative Language allows students to learn a little about each of the six foreign languages the school offers and how to study and be successful in achieving linguistic competence in any language.

For the student who wants to improve English skills, vocabulary, and grammar, the department offers Clues and Wordsearch, semester courses in etymology that teach Latin and Greek roots of English. These two are the fastest growing courses. Modern European Literature is an interdisciplinary course, team-taught by English and foreign language teachers. It acquaints strong readers with 19th and 20th century French, German, Italian, and Russian literature. The works are read in English, but foreign language students read additional titles in their target languages and earn an extra one-half credit through an independent study contract with the department.

The department is exploring other interdisciplinary ideas--with the social studies department for a global education course, with the business education department for a course in international business. An interdisciplinary relationship has already been established with the art, music, dance, and home economics departments; successful effects of which are evident in the school's many all-school career days, intercultural projects and family nights, and in field trips to concerts, museums, opera, plays, films, and ethnic neighborhoods and

restaurants. Field trips have supplanted traditional foreign language clubs as co-curricular activities as have travel and/or study trips to Germany, Italy, the Soviet Union, and the hosting of students from Germany in an exchange program.

CENTERS FOR LANGUAGES/ACCESS TO EXCELLENCE, Board of Education of the City of Chicago, 228 North LaSalle St., Chicago, Ill. 60601.
Contacts: Emelda L. Estell, Coordinator, Centers for Languages
Edwin Cudecki, Director, Bureau of Foreign Languages

The innovative Centers for Languages provide a wide range of options in second-language instruction for the primary, intermediate, uppergrade, and high school students of Chicago. Part of the city's desegregation program, Access to Excellence, the Centers comprise four elementary and eight secondary language magnet schools. Each Center has exceeded the originally projected enrollment figure of 100, and two have more than 400 students each. Provision for at least 200 at each center is projected for 1982.

The goals of the Center programs are:

- A 13-year curriculum for students who begin their foreign language study in kindergarten, and a six-year curriculum for those who begin in seventh grade.
- Options available for all who wish to study a language or more than one for more than the usual high school sequence.
- Community involvement which fosters a functional realization of career opportunities in foreign languages; parental involvement is stressed.
- Expanded awareness and appreciation of Chicago's ethnically diverse population.

Characteristics of the Centers are:

- Intensive immersion in language study.
- Three non-quota language teachers at each Center and a teacher aide at each.
- Tutors from local colleges and universities, including native speakers of foreign languages.
- Busing for elementary pupils whose home school is more than one and one-half miles from a Center; high school students are provided with bus tokens if they live more than one and one-half miles from a Center.
- A wide range of languages is offered: Arabic, Chinese, Greek, Hebrew, Italian, Japanese, Polish, Portuguese, and Russian, in addition to the more commonly taught languages, French, German, and Spanish.

CROOK COUNTY HIGH SCHOOL, 1st and Knowledge Sts., Prineville, Oreg. 97754.
Contacts: David Doty, Principal
Marie R. Boyden, Foreign Language Teacher

Crook County is a rural area on the northwest edge of the Great American Desert. It is an old community, not receptive to change, whose economic system depends on extractive industries, logging, lumber milling, cattle ranching, and potato and mint farming. At Crook County High, 770 students are enrolled in grades 9-12. Its feeder school, Prineville Junior High, has an enrollment of 550. One foreign language teacher provides instruction to 121 students in Spanish for grades 8-12, and in French, grades 9-12. And therein lies a success story in foreign language instruction: a 90 percent increase in enrollment in the past five years.

Eight years ago only eight students at the high school were studying a foreign language, Spanish. The district was warned by the state department of education that it might lose its accreditation. Through great effort Crook County High recruited 78 first-year Spanish students for the following year. In 1974, another strong recruitment effort resulted

in the offering of French. Now, Spanish I, II, III, and IV, and French I and II are sequential programs. Two years ago Spanish was offered to eighth graders at Prineville Junior High; 50 registered and attended classes at the senior high.

Marie Boyden, who teaches all the foreign language classes, uses the translation-grammar, audiolingual, cognitive, and audiovisual approaches to instruction as well as career education. The goals of her courses are student facility in comprehending, speaking, reading, and writing a second language; and understanding the customs of people who speak that language as their native tongue by using that language to study their civilization.

Students participate in the National Spanish Examination in the Central Oregon area, and the high school's Foreign Language Club sponsors an annual fiesta, foreign student exchange and travel through the Intercambio Exchange Day, and attendance at the Foreign Language Day of the University of Oregon.

KENSTON HIGH SCHOOL, 17425 Snyder Rd., Chagrin Falls, Ohio 44022.
Contact: Beverly S. Wattenmaker, Foreign Languages Department Chair

An intensive approach is the chief characteristic of the Kenton High School foreign language learning program. It starts with a two-and-one-half-hour class each day and ends with a three-week homestay in Mexico or France, mostly during school time. The intensive class is offered for the fall semester to students who have completed one level of French or Spanish. Forty percent of the rural consolidated school's students are enrolled in foreign language classes. The school offers five levels of Russian, six of French, and seven of Spanish. At a time when many other schools are suffering a decline in foreign language enrollment, Kenston has experienced an increase in French and Spanish enrollments as well as enrollments in Russian as a second foreign language.

The intensive learning classes started seven years ago when the foreign language teachers asked, "What's the most interesting subject for people to study?" and determined that it isn't French or Spanish, social studies or physical education, but, in fact, people. The objective of the intensive classes became "helping students to satisfy their real needs, not only to learn a foreign language, but to become more aware of themselves, to value others, to interact joyfully with others, and to develop a more positive self-image."

The teachers use CREDIF (Centre de Recherche et d'Etude pour la Diffusion de Francais) method for presenting new structures of language. It is an inquiry system developed in France after World War II to teach fundamental language quickly to people from underdeveloped countries who came to France to work or learn.

The intensive-learning class comprises five periods, including the three lunch periods, and twice a week meets in students' homes. Learning new structures of language and how to get along as a group are emphasized. Students make field trips to museums, libraries, and nearby colleges to talk with those who speak the target language. The highlight of the semester is the three-week homestay in Mexico or France. Each Spanish or French class is divided into two groups of 8-10 students who go to two communities in each of the two countries. The homestays are arranged through the Experiment in International Living, one of the largest nonprofit student exchange services. Each student lives with a family for three weeks.

So as not to interrupt students' other academic work during the homestay, they have assignments to do for their other Kenston High courses. One student in France, for instance, studied the water problem of the Loire River as it affected Nantes. And in Mexico, some students investigated labor unions, the attitudes of Mexicans toward the U.S., and a comparative study of Mexican and North American foods.

An intensive-learning class lasts from September through November, with the homestay occurring in December. Students return to school with the rest of the student body in January. During the last three weeks of the first semester they have the time to make up work missed in other classes in December as well as to enrich those other classes with reports and research projects from their homestay. Most of the students carry a full load of courses

during the first semester, and, during the second, add a course in English and social studies. Some continue their target language in the second half of the level II courses if their skills are not developed, but most go into the second half of level III courses.

Costs of the homestay are made affordable: students sign up for the intensive class a year in advance so as to have time to earn and save money; 50-100 percent of the cost is earned by the students themselves, who are helped to find jobs by the school guidance department.

Spurred by the enthusiasm of intensive-class graduates, the other foreign language students continue their studies and are involved in foreign travel, hosting students from other countries, going on field trips, dining at ethnic restaurants, and cooking foreign recipes for frequent group meals at homes.

• 9 KLEINE SCHULE, Live Oak High School, 1505 East Main St., P.O. Box 927, Morgan Hill, Calif. 95037.
Contacts: Bill Matthews, Principal, Live Oak High School
Gerald E. Logan, Teacher, Kleine Schule

Kleine Schule (KS) is an alternative, five-year-old school-within-a-school on the Live Oak High campus. KS has received much national and international attention because the German language is integrated into the curriculum in a unique way. The name of the school progressed from Individualized Learning Modules to Mini-School. When the Live Oak principal inquired, "How would you say 'mini-school' in German?" the official name became Kleine Schule. It is suitable because German is the most popular language chosen by the students, a 30-year tradition at Live Oak. Also, 10 percent of KS enrollment are native Germans, children of IBM engineers spending one or two years in the U.S. They are able to start KS speaking German, become bilingual, and then operate entirely in English. The flexibility of the program enables the German visitors to work on their textbooks from Germany, especially in science and math.

About 30 percent of the native American KS students choose to take German and become bilingual because they can do much of their other subject work in that language, can speak it together and with the native German students, and communicate in German in their science, math, and language classes.

One hundred fifteen of the 2,400 Live Oak students in grades 9-12 attend KS. A number of elementary students (grades 4-8) also attend and have their own teacher. Although Gerald Logan was the founder and director, he and the other two KS teachers rotate the position of "lead teacher." All three carry on highly individualized, ungraded courses in German, math, science, English, home economics, and business education. A teacher from the mainstream faculty of Live Oak teaches French at KC. KC students who wish also to study Japanese do so through the local Buddhist church and receive Live Oak graduation credit.

Any Live Oak student with written parental approval may apply to enter KS. As openings occur, teacher and counselor recommendations are reviewed by the KS staff, who select those to be accepted. Twenty eighth graders from Britton Middle School also are admitted each year after comprehensive screening and parent and student orientation to the school-within-a-school. Students earn credit for the amount of work they do, no matter how much or little time it takes. The quality of their work determines the grades earned. Parents are informed of student progress through four written reports and informal discussions.

The individualized teaching system used is adapted from Individualized Foreign Language Learning: An Organic Process by Gerald E. Logan. Newbury House Publishers, Inc., 68 Middle Rd., Rowley, Mass. 01969. 1973.

• 9 TOPEKA PUBLIC SCHOOLS, 624 West 24 St., Topeka, Kans. 66611.
Contact: George M. Rundell, Instructional Specialist for Foreign Languages

The Department of Foreign Languages or International Communications of the Topeka School District supervises four programs, a model city-wide foreign language curriculum. While the total school population has declined by 17 percent since 1975, foreign language enrollments have increased during those past five years.

The four foreign language programs are:

✓ Foreign Languages in the Elementary Schools (FLES)

In 1974 a pilot "Mini-FLEX" fourth-grade class started in McClure elementary school. Pupils were introduced to Spanish, French, German, Russian, Japanese, and Chinese. They learned the mental discipline involved in learning foreign languages for a 10-day, 30-minutes-a-day time period. The next year two classes continued there while new ones began at two other schools in Spanish, Japanese, and Chinese. By 1978, 1,502 fourth graders at 19 of the district's 29 elementary schools were being introduced to the six languages and related cultural training. Now the district is planning a follow-up in grades five and six.

✓ Junior High Foreign Language Exploration (FLEX)

FLEX was initiated in 1970 with one class in each of two junior highs. The next year FLEX expanded to include seven junior highs, and the following year included 12 schools. The program was selected by the American Council on the Teaching of Foreign Languages as one of the 50 outstanding innovative foreign language programs in the nation; a description of FLEX appears in the Modern Language Association publication, Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12, 1978.

Choosing from Spanish, French, German, Latin, and Russian, FLEX pupils in grade seven study two of the languages in "forced exploration" for six weeks. In grade eight they select two other foreign languages for 12 weeks. Seventh grade students study Latin the first few weeks and then Spanish and German, while eighth grade students explore French and Russian.

✓ Foreign Language Curriculum, Grades 9-12

Topeka's three senior high schools offer four years of Spanish, French, German, and Latin and three years of Russian, which has had a 20 percent enrollment increase by students selecting it as their second foreign language. The department is exploring the possibility of adding Chinese, Portuguese, and Swahili to the options. The teaching approach is eclectic, combining translation-grammar, audiolingual, cognitive, audio-visual, career education correlation, values clarification, behavioral objectives, and minicourses as the methods and activities.

✓ Overseas Academic Program

More than 275 Topeka students have traveled and studied overseas on the USD-501-American Institute of Foreign Study League Cooperative Overseas Academic Programs. Forty-five certificated classroom teachers, counselors, and administrators have participated in this program in the past seven years. Students spend four weeks in the summer in a host country--Italy, England, Spain, Mexico, France, Germany and Austria, Russia, or China--in groups headed by an educator from their own school. An interdisciplinary relationship with the district's social studies department in global education is part of the Overseas Academic Program.

The Topeka high schools also have an annual 10-day exchange for 15-20 students of Spanish with the district's "sister school," the American Federation School in Monterrey, Mexico.

SCHOOL FOR INTERNATIONAL STUDIES (SIS), Hillcrest High School, 160-05 Highland Ave., Jamaica, N.Y. 11432.

Contacts: Irving Laveman, Principal, Hillcrest High School
Pearl Warner, Assistant Principal for Foreign Languages

Hillcrest High is one of the schools that the President's Commission visited in search of a model for the proposed International High Schools. There they found that more than half of the schools 3,000 students were enrolled in one or two foreign languages, 100 in a special two-year (grades 11,12) School for International Studies to explore several of the world's major cultures as preparation for international careers.

Many Hillcrest students come from ethnically mixed neighborhoods. They speak Spanish, Greek, Italian, or Chinese. A United Nations housing development nearby also contributes students from Colombia, Thailand, Korea, China, Portugal, and Pakistan. The school offers: French, Spanish, Hebrew, German, Mandarin Chinese, Russian, Latin, and modern Greek. Candidates for SIS must have had two years of foreign language, no academic failures, and a 75 percent average in their studies. SIS classes are held during three periods at the end of the day.

SIS students continue one language, which they began in eighth grade, and are introduced to a second language. They engage in simulations of United Nations General Assemblies and Middle East Peace Conferences. They visit foreign embassies, the UN, intercultural associations, museums, restaurants, and art galleries. They correspond with pen pals abroad. They engage in ethnic banquets, festivals, drama, and musical events.

The school year is comprised of four cycles of nine weeks each. In SIS, saturation study of France and Spain forms Cycle 1 of the junior year; England and Ireland, Cycle 2; the USSR, Italy, and Greece, Cycle 3; and China, India, and Japan, Cycle 4. In the senior year, Cycle 1 covers the Middle East, South America, and the U.S. government; and Cycle 2, Central America and U.S. foreign policy. During Cycles 3 and 4 students have the option of off-campus field work in a business, law firm, consulate, travel service, or other agency involved with international affairs. In either Cycle 3 or 4, a student must engage in a linguistic or intercultural independent study leading to a written project required for graduation.

SIS has brought consciousness of the importance of foreign languages to the entire Hillcrest student body, and its course syllabi are being adopted by all high schools in the New York City school district.

XAVERIAN HIGH SCHOOL, 7100 Shore Rd., Brooklyn, N.Y. 11209.
Contact: Brother Warren Abel, C.F.X., Assistant Principal for Academics

The Foreign Language Saturation Program at Xaverian High School provides intensive contact with a language from the very beginning of language study. The program began in 1967 with 29 volunteer ninth-graders, most of whom were of above average ability with no previous training in Spanish. They studied Spanish in an immersion atmosphere. Today, 2,172 students are enrolled in 23 foreign language department required and elective courses, representing a model curriculum with up-to-date teaching methods; interdisciplinary cooperation among the social studies, English, fine arts, and foreign language departments; and a comprehensive schedule of co- and extracurricular activities and community involvement to ensure student fluency in their chosen target languages.

An intensive language program is offered all incoming freshmen, who are exposed to the fundamental aspects of a foreign language and the culture of people who speak it. Students select French, Italian, or Spanish, which they study through three different courses--grammar, literature, and area studies--all taught by bilingual teachers. Once they complete these courses, students continue with a second year of required language study--French II, Italian II, Spanish II, or Advanced Spanish II. Students of Spanish also fulfill their world history course graduation requirement by studying Bilingual World History, a survey of human civilization taught in Spanish.

Level III courses are optional, but 90 to 95 percent of students choose to continue study of their target language in French III, Italian III, Spanish III, or Advanced Spanish III. Students of Spanish also take Bilingual United States History, taught in Spanish, to fulfill their American history graduation requirement. Students in the Saturation Program by this time are fully bilingual and take their New York State Regents Social Studies Examination in English, with test results comparing favorably with those of students who followed the regular social studies courses.

Level IV students in the Saturation Program elect to take Advanced Placement French or Spanish or the comparable New York University college-level Italian course. Students of Spanish also may elect semester courses conducted bilingually, such as Latin American View of the United States, Caribbean Culture, From Altamira to Guernica (Spanish art), Conversation, Spanish for Travelers, The Spanish Civil War, and New Latin American Narrative.

Five different types of co- and extracurricular activities are conducted by the foreign language department and the French, Italian, and Spanish clubs:

- ✓ Cultural Trips: Attendance at plays, films, foreign restaurants; ethnic areas of the city, museums, shops, newspaper facilities; yearly trips to Italy, Spain, France, Canada, or Puerto Rico; and the four-year-old Spain Summer, which involves course work in that nation for high school credit.

- ✓ Language Nights and Festivals: A celebration of understanding of the language and culture of a foreign land, studied through student-prepared projects, skits, musical endeavors, and food; held once a year for each language, with strong parental and community support.

- ✓ Student Newspapers: Assisted by the sponsors of the foreign language clubs, students issue Spanish, French, and Italian periodicals, covering school and community news and features.

- ✓ Television Productions: From a Spanish "Monty Python" to a French situation comedy, student actors put their foreign language and technical know-how to use in TV programs taped for classes which then evaluate the shows for language and artistic values.

- ✓ Musical Ensembles: Two international bands of student musicians generate great excitement among students; transcontinental and multilingual, one band has a Latin flavor, the other Italian. Also, La Tuna de Xaverian is a group of student singer-guitarists, patterned after Spanish student groups, who perform folk songs of Spain and Latin America.

The success of the Saturation Program at Xaverian High School is attributed by the school to three ingredients: an administration dedicated to foreign language learning, a bilingual faculty, and an above-average student body.

KUDOS.....Materials for this Curriculum Report were assembled by Barbara Pannwitt, former Evanston (Ill.) Township High School English teacher and department head, now a freelance education writer and teacher of writing. She wishes to acknowledge the mentorship of Estella Gahala in preparing this report. Gahala, Foreign Languages Department head at Lyons (Ill.) Township High Schools, has held numerous leadership positions in the American Association of Teachers of French, the American Council on the Teaching of Foreign Languages, and the Illinois Foreign Language Teachers Association. She is an editorial consultant and workshop leader for Scott, Foresman Co., basic French and Spanish programs.

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